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## TRANSLATION TECHNIQUES AND TRANSLATION COMPETENCE IN TRANSLATING INFORMATIVE TEXT FOR INDONESIAN EFL LEARNERS

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### ABSTRACT

Translation skill is viewed as the fifth skill after the other four skills that should be mastered by the second or foreign learner on studying English. This study aims at analyzing and describing translation techniques and translation competence of Indonesian EFL learners. The research was carried by descriptive research method. The number of respondent is 35 students on majoring of English Education, and the translation test as the instrument. The result of descriptive analysis shows that the literal translation technique (word by word) is mostly used. Moreover, the other techniques, sorting from the highest percentage, are free translation technique, omission, addition, and compensation, replacement of word class, explication-implication, and paraphrase. Moreover, the translation competence of respondents was on 48.57% in the interval scores 60-70. With the average score of 72, 34, the translation competence achieved by the respondents is categorized as fair. Therefore, translation competence by the source text is quite fair organized with comprehending of the content sufficiently, yet there is still mistake on diction, grammar, punctuation and word selection influencing the quality of the translated target text.

**key words:** translation techniques, translation competence, EFL learners

### ABSTRAK

*Penerjemahan dipandang sebagai keterampilan kelima setelah empat keterampilan berbahasa lainnya yang harus pula dikuasai dalam pembelajaran bahasa kedua/asing. Penelitian ini dilakukan untuk menganalisis dan menjelaskan teknik terjemahan dan kemampuan penerjemahan pembelajar bahasa Inggris sebagai bahasa asing di Indonesia. penelitian ini dilaksanakan dengan metode deskriptif. Responden sebanyak 35 mahasiswa program studi Pendidikan bahasa Inggris, dengan terjemahan sebagai instrumen. Hasil analisis deskriptif menunjukkan bahwa teknik terjemahan harfiah (kata per kata) paling banyak digunakan, selain itu terdapat teknik terjemahan bebas, penghilangan, penambahan, kompensasi, penggantian kelas kata, eksplikasi-implikasi dan paraphrase. Selanjutnya, kemampuan terjemahan responden sebanyak 48,57% berada pada nilai 60-70 dengan rerata nilai 72,34 dalam kategori kemampuan cukup. Dengan demikian, kemampuan menerjemahkan teks sumber cukup terorganisir dengan baik dengan pemahaman isi teks memadai, namun masih terdapat kesalahan pilihan kata, tata bahasa, tanda baca dan ketidaktepatan makna yang cukup mempengaruhi kualitas teks sasaran.*

**Kata kunci:** teknik penerjemahan, kompetensi penerjemahan, pembelajar bahasa Inggris sebagai bahasa asing

## INTRODUCTION

Teaching language involves four skills, namely listening skill, speaking skill, reading skill and writing skill. Specifically, on learning foreign language, translation is considered to be mastered by the foreign language learner. Newmark (1988 cited in Rahemi, Jufri, & Ardi, 2013) even states a support with his writing that translation from the source text to the target language or from the target language to the source text, in final stage of learning foreign language is considered as the fifth skill because translation has special aim which reflects the knowledge of learner to the target language which is studied; translation is also as the practical of intelligence on developing the language learner competence.

Translation, in general can be defined as the process of translating from the source text into the target language either meaning or form. The role of translation in foreign language learning cannot be ignored. Several studies and researches have proven that translation helps the learners on adding their vocabularies and comprehends reading text. As Kern's study (1994), Cook (1992) and Kasmer (1999), they indicate that the language learners often translate the target language text to the source text for understanding the content of the text; so that, the translation roles as cognitive strategy in the process of understanding the second language.

Literally speaking, in Longman Dictionary of Language Teaching and Applied Linguistic, translation is defined as "the process of rendering written language that was produced in one language (the source language) into another (the target language), or the target language version that results from this process" (Richards & Schmidt, 2010). Translation is a process to translate or render one source language

into another target language. In addition, Hatim and Munday (2004) stated that translation has at least two definitions; translation is as a process and a product. The former focuses on the role of translator in taking source text and translating it into target text. In contrast, translation as a product is emphasized on the product text. Catford (1978) had concluded years ago when he stated that translation is "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)." From the views above, it can be said that translation can be defined as a process as well as a product of translation activity in which render source text into equivalent target text.

The relation between translation skill and other language skills is proven by the research by Abbasi and Sabhani (2011). Abbasi & Shabani (2011) did research towards 60 students of junior high school in Iran which represents there is correlation between writing competence and translating competence. The language learner who is well on writing competence also has good translating competence. Meanwhile, the research by Rahemi et.al (2013) indicates there is a positive correlation between reading comprehension competence and translating competence; the higher comprehension on reading the better translating competence. Translating a source language text into the target language, there are several procedures/techniques used by the learner, such as translating word by word, translating literally, adopting, and translating freely. Those procedures used on translating the source text language to the target language can be called as the kinds, strategies, procedures, and translation; because those terms are seen as an overlapping. Newmark (Markee, 2015) states that translation procedures or techniques are used for sentences; on

the other hand, translation methods are involved to the whole of text. The proportion between the source text and the target text is the aim on translating activity. The accuracy on the proportional of the text preserves the translator competence on translating the text and especially reflecting the knowledge and the learner competence on the target language. The translation product resulted from the translator describes the linguistic competences, textual, situational, and translating competence owned by the translator. As described by wills (1982 in Angelelli & Jacobson, 2009) says that the translating competence has three basic components namely; receptive competence, productive competence, and translating competence. Receptive competence of the source language is compatible with

productive competence of target language involving in competence to translating the message from source language into target language. Moreover, good quality of translation can be counted in some aspects. Techniques, procedures, and methods in the translation appear to have different opinions among the experts. Peter Newmark (Markee, 2015) writes methods is referring to the translation of the whole text. Meanwhile, the translation procedures are used in sentences and the smaller units of language. Newmark (Markee, 2015) also divides into two translation methods based on its focus. The first is emphasizing the source language. Then, the second focuses on the target language. The schema is displayed below.

| <b>Stressing on the SL</b> | <b>Stressing on the TL</b> |
|----------------------------|----------------------------|
| Translating word by word   | Adopted                    |
| Literal Translation        | Free Translation           |
| Loyal/Exact Translation    | Idiomatic Translation      |
| Semantic Translation       | Communicative Translation  |

Figure 1  
Types of Translation (Newmark, 1988)

Unlike Newmark, Molina and Albir (2002) stated that translation techniques is a procedures to analyze and classify how translation equivalence works. It can be said that techniques and procedures refer to the same idea.

Furthermore, J. C Catford (1978) divided type or category of translation into the level (extent), level (levels), and rows (ranks). The category of translation can be seen in the chart below:

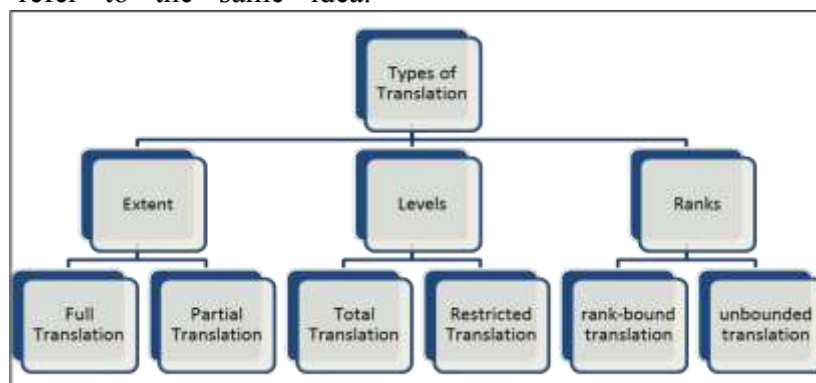


Figure 2.  
Types of Translation (Catford, 1978)

Types of translation can also be separated into the characteristics and functions. Moentaha (2008) classified according to a variety of language translation (literary, journalistic, scientific), text (written and oral), according to a hierarchy of language (phonemes, morphemes, words and so on). And the type of translation according to the level of the content consists of equivalence, analog, and translation techniques.

Related to the content level translation (transformation between languages), Moentaha (2008:45-48) writes that the reference level is how to convey the content of the source text into the target language in order to achieve sufficient or adequate translation. According to the content level, there are methods of representation, namely the search for equivalent meaning or equivalent formal by looking in the dictionary or in context, consisting of equivalence and analog. If it is not possible for translators to perform the representative method, then performed a variety of (translation techniques), including: a) the literal translation/straight: word-for-word translation; b) substitution: the translation process through the streets of the form of the source language to the target language forms without regard to meaning; c) free translation: the translation is done at the level of the sentence or the whole text, or so-called equivalent/picture of the situation; d) paraphrasing: information in the source language is defended in the form of picture of the situation rather than on the meaning of the source language text; e) replacement which includes replacement of the word class, replacement parts sentences, replacement lexical (concrete and generalization), translation antonym: the translation of words in one language with the opposite in other

languages, and compensation: the translator conveys the text into the target language by means of another language; f) addition: lexical additions in the target language text; g) enforced: omission of words abundant without compromising the integrity of the content of the text; h) compression: translation with a shorter, concise, and dense; i) derivation syntactically: the process of formation of various syntactic constructions by way of transformation of the core construction; j) translation descriptive/amplification: the delivery of the meaning of the source language text into the target language with a combination of words freely; and k) explication-implication: the realization of disclosure explicit in the text of the target language, as in the source language is no information whose disclosure is not clear.

Not too much different, Vinay and Darbelnet (Molina & Hurtado Albir, 2002) also classifies translation techniques into two parts, namely the literal translation/direct translation and oblique (oblique translation). Translation is made during the equivalence lexis, structure and morphology between two languages. The literal translation is composed of: borrowing, *calque* and literal translation. Meanwhile, translation oblique is used if the translation word by word is not possible. Oblique translation consists of: a) transposition: shifting grammatical word classes or categories, examples of verbs into nouns; b) modulation: a shift in viewpoint or cognitive categories, for example: the abstract to the concrete, because it becomes due, how to be the result, become part of the whole, or a change geographically; c) equivalence: situation same translation using completely different phrases, for example: translation proverb or idiomatic terms; and d) adaptation: a

shift in the cultural environment, for example to convey the message in a different situation, cycling in french, english cricket and baseball in american english.

To complete the basic techniques of translating the above, these are also procedures in translation proposed by Vinay and Darbelnet in 1958 (Molina & Hurtado Albir, 2002), they are: a) compensation: grain information or stylistic effects which cannot be produced in the target language in a similar position to put in place different; b) the concentration versus dissolution: concentration revealed a sign/signed from the source language of the marker in the target language, and the dissolution vice-versa. example: archery is the dissolution of language *perancitiral'arc*; c) amplification versus economy: amplification occurs when the target language using markers to convey the gap syntactic / lexical, his opponent is the economy; d) strengthening and condensation: a variation of amplification and condensation; e) explicit and implicit: introduce information from a source language that is implicit in the context/situation; f) generalization and particularization: generalization is becoming more general term translation in the target language, and his opponent is particularization; and g) inversion: move the position of the word/phrase in the sentence/paragraph so that it looks natural in the target language.

From exposure to the above theory, the type of translation is more a general aspect; while, translation techniques (methods or procedures) is a more specific way used in translating the smaller language units. In translation activity in general, the ability of the translator to understand the text in the target language and divert it determines the speed of the translation process. The

role of the translator is very important. A translator at least has knowledge of textual criticism literary and non - literary. This capability is very broad impact on the translation. Nababan (2003 ) write that translator must have ability to: to assess the quality of the translated text, to find the equivalent of the source language message in the target language, and to assess the accuracy of the translation of the terms of the transfer of messages, naturalness language translation, and the level of readability. Besides, Barnwell (Larson, 1984 cited by Satriadi, 2014) also initiated three main aspect of a good translation. Those aspects are accuracy, clarity and naturalness. The target text has to convey appropriate meaning, but it keeps natural in target situation and context.

Contemporary discussions about the competence of the translation, the translator is regarded as someone who interprets the text written for the display function in the language and culture of the source, then divers the language in a new form for display function in the culture and the target language (Angelelli & Jacobson, 2009). From the view of this functional approach, translation competence assessed as part of the communication competence, the concept of communication competence in second language acquisition (SLA).

Some concepts or translation competence model has been developed by Cao (1996), Colina (2003) and PACTE (2000) (Angelelli & Jacobson, 2009) to assess the product of translation and translators. Cao initiated the translation model of language competence, which emphasizes the suitability of the structure of language competence and knowledge of the latest communication context. Furthermore, Colina put forward the idea of translational communicative competence consists of written language

communication competence with elements of inter-lingual and intercultural communication competence. Next, PACTE formulate competency model translation comprising: a transfer of competence that is the ability to meet the transfer of the source language to the target language and strategic competence with regard to the ability to discover and resolve problems during the translation process.

Furthermore, Claudia Angelelli (2009) constructed the definition of communicative competence translation that incorporates elements of communication from Hymes and Bachman. This construction includes components, such as: a) the level of linguistic competence: the grammatical competence including knowledge of vocabulary control, morphology (word formation), syntactic, and grapheme in interpreting the text of the source language and the target language text rendering; b) textual competence : the ability to fuse together the ideas in the text , including bringing together sentences, ideas, rhetoric organization so that it becomes acceptable text in the target communities. it also includes a cohesive competence; c) competence pragmatic: divided into illocutionary competence and sociolinguistic competence; and d) strategic competence: the choice of approach used in meeting the demands of translators and translation tasks.

In the assessment of translation capability, construction components are expressed in the form of a scoring rubric stating the value of the translation product performance; and at the same time, the ability of the translator. These components consist of: a) meaning source text is a measurement of the extent to which the candidate's response (the target text) reflects or fails to reflect

an adequate understanding of the theme and the rhetoric of the source text; b) target and cohesion text style is a reflection of a candidate's knowledge of the way in which the text is connected and arranged into a document in a given type of target language or type of document in a given communicative setting; c) compliance situational is a measurement capability of candidates for implementing socio-cultural and functional aspects of the target language in translation; d) grammar and mechanics is a category that contains spelling, pronunciation mark, approval, use of punctuation, and other conventions of writing and grammar target language; and e) translation skill is a strategic application to the problem of translation and the use of material resources.

Previous studies related to translation procedures in translating text from English into Bahasa Indonesia have widely been conducted by some researchers in Indonesia. Identifying computer terms from English into Bahasa Indonesia is researched by Haditya (2014) in the book *Wireless Networking in the Developing World 2<sup>nd</sup> edition*. After analyzing 31 common computer terms on the book using translation procedures initiated by Vinay and Dalbarnet, he found that the most frequent procedure applied by the translator in translating computer terms is borrowing procedure. The next procedures used in translating are borrowing combined with transposition, literal translation, calque, and transposition.

Another study in analyzing translating procedures was also conducted by Naufal P Satriadi (2014). Not only analyzing translation procedure, in this research he also measured the translation quality of manual guide from one popular walkman

branch called Sony Ericsson. Then, the research found that the quality of translation was good. Meanwhile, the six translation procedures used in the manual book were borrowing, calque, literal translation, transposition, adaptation, and reduction.

The quality of translation on webpage has been researched by Kamil (2014). He tried to figure out the reader's responses upon the quality of translation in Twitter Web pages. From this study, it can be found that the web pages selected on the research achieved good quality of translation because of the clarity and naturalness. However, it was also figured out several improper translations.

Based on the several points related to the concept and previous research of translation studies, this present study purposes to ascertain the translation techniques used by Indonesian EFL learners and their translation competence as well.

## METHOD

This study aims to determine: (1) the techniques of translation and (2) the level of competence translations performed by Indonesian EFL learners in translating informative text in English into Bahasa Indonesia.

Respondents in this study were 35 students in the sixth semester English Language Study Program Indraprasta University PGRI academic year 2014/2015. In the fifth semester, they have taken a course Translation (Translation). Instruments used, namely:

test translation. Respondents were asked to translate informative text from English to Indonesian. Then, the data are analyzed to determine the translation techniques used based on the translation technique proposed by Moentaha (2008). The data were also analyzed by scoring rubric of Claudia Angelelli and Jacobson (2009) to measure the competence of translation.

## RESULTS AND DISCUSSION

The purpose of this study was to determine and describe the translation techniques used and their translation competence of Indonesian EFL learners in translating the informative text from the source language (English) into the target language (Bahasa Indonesia). Translated informative text consists of three paragraphs, 17 lines, and 1,154 characters with no spaces under the title "Teaching English in Indonesia ". The unit of analysis is divided into sentences, clauses, phrases and words, depending on the unit found.

From the analysis of the selected translation technique or use of 35 samples in translating informative text given, there are 545 identified translation techniques. The most frequent technique use was literal translation technique (72, 48 %). This is process to transfer the source text to the target text is word by word. Below is a table of the percentage of translation techniques used in the sample as follows:

Table 1  
Percentage of Used Technique

| The Technique Used      | Percentage ( % ) |
|-------------------------|------------------|
| The literal translation | 72.48 %          |
| Free translation        | 18.17 %          |
| Omission                | 3.48%            |
| Addition                | 2.75%            |
| Compensation            | 1.65 %           |
| Word Class Replacement  | 0.92%            |

|                           |        |
|---------------------------|--------|
| Explication – implication | 0.37%  |
| Paraphrasing              | 0.18 % |

The literal translation (word for word) is most likely in transferring the source language text. On some units of analysis, translation techniques of this type can be grateful and natural in the target language. As an example:

SL : interesting culture

TL : budaya yang menarik

However, in another analysis unit, when translated word for word, the target language was less natural and legible despite perhaps appropriate meaning. As the examples below:

Table 2  
Samples of Translated Texts

| Source Language                      | Target Language   |
|--------------------------------------|---|
| Warm population                      | Populasi yang hangat                                    |
| A bare minimum requirement           | Persyaratan minimum yang nyata                          |
| Should expect to earn as much as     | Harus mengharapkan<br>untukmendapatkansebanyak          |
| Even in the bigger cities            | Bahkan di kota-kota yang lebih besar                    |
| schools                              | Sekolah-sekolah   |
| You can afford an active social life | Anda bisa membeli sebuah kehidupan sosial<br>yang aktif |
| The best way to go                   | Cara terbaik untuk pergi                                |

Furthermore, the next translation technique used is a free translation. It is a process to transfer the unit level language as a whole. This kind of identified technique is as much as 18.17

%. The translator does not seem too dependent on the shape (form) and transfer the meaning of the source language to the target language freely. As an example:

Table 3  
Samples of Translated Texts

| Source Language   | Target language   |
|---|---|
| It's no surprise  | Tidak mengherankan/ mengejutkan   |
| One of the leading TEFL teaching destination in Asia            | Salah satu tujuan mengajar TEFL di Asia.<br>Tujuan pengajaran TEFL yang terdepan. |
| The best way to go  | Cara yang terbaik untuk dilakukan   |
| And the cost of living is low                                   | Dengan biaya hidup yang rendah<br>Dan pengeluaran hidup sangat rendah             |
| A constant stream of TEFL teaching positions becoming available | Ketersediaan posisi mengajar yang konstan   |
| The type of institution you work for                            | Institusi tempat anda bekerja   |

Translation technique of omission was also an alternative by 3.49% in translating informative text in English

into Indonesian. Omission takes part when eliminating some unit of text, such as the article "a" or "the ," as in the



phrase a diverse landscape , a TEFL certificate , a job, a work visa, a native English speaker, the application process, the opportunity did not seem translated into a, a, or something significant . The plural form “schools” mostly transferred into the singular “*sekolah*”.

The other translation techniques with a very small percentages are the addition, compensation, replacement of the word class, explication - implications and paraphrase. Additional techniques can be seen in the source language text into a warm population into *hangatnya suasana penduduk*. Then, the type of institution you work for becomes *jenis institusi dimana anda bekerja*. In addition, compensation was also chosen even only in small portion. It is the technique to transfer another language for stating one meaning. It can be taken from the sample *heavily driven by...* it then is translated into *banyak didominasi oleh....* Other example is “have a degree” transferred variously into *ijazah, gelar, and pendidikan sarjana*. Replacement of word class can be seen no example “a diverse landscape” into *keberagaman pemandangan*. It seems that adjective word “diverse” translated into noun *keberagaman*.

Besides, the techniques of explication and implication translation were identified on suffix *-nya*, “the application process” into *proses aplikasinya*. Moreover, sentence “the

potential of the students are massive” is translated into *potensi siswanya mengagumkan*. Meanwhile, the smallest number of technique is paraphrasing technique; for instance, “but you can afford an active social life” paraphrased into *tapi juga bisa mensejahterakan kehidupan*.

Translation techniques used by the learners, sorting from the higher to the lowest percentages, were literal translation, free translation, omissions, additions, compensation, replacement of the word class, explication- implications and paraphrasing. Nevertheless, other techniques such as compression, antonyms translation and lexica replacement were not found.

Next, using the same samples were also analyzed the ability of translation based on the scoring rubric constructed by Claudia Angelelli (2009). In the mean score, calculated sample showed an average score of 72.34. Moreover, translation competence is fair. The lowest score indicates the number 60 and the highest score 84. Meanwhile , as many as 17 samples obtained a value between 60-70 ( 48.57 % ) belongs to the category of less translation capabilities , and 9 samples ( 25.7 % ) respectively occupy scores between 71- 79 and  $\geq 80$ . The following is a sample chart and translation capability categories.

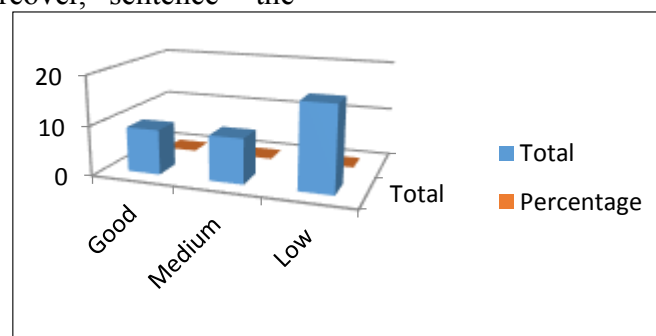


Figure 3  
Category of Translation Competence

From the above chart, it appears that the majority of respondents at some points found difficulties in finding appropriate words/term in target language. The words that respondents select for their target text are quite unnatural and unfamiliar in target situation and context. For example, the phrase “a native English speaker” was translated variously by respondents into *pembahasa Inggris*, *penduduk asli yang berbicara bahasa Inggris*, *seorang pribumi*, *pembicara asli*, *asli Inggris*, *penutur asli*, or *asli pembicara*

*bahasaInggris*. Although respondents know the meaning of the source text, they fall in the difficulty to determine the form of equivalent target language. This finding is consistent with study by Kamil (2014). He also found unqualified translation because of inappropriate and unnatural receptor language, even though it was only in a small portion.

Furthermore, the calculation of the score of each component translation competence is shown in the following table:

Table 4  
Score of Translation Competence

| Components                                       | Score by Sample |
|--|-----------------|
| Text meaning on source language                  | 3, 9            |
| Text style & cohesion – textual component        | 3,8             |
| Situational- conformity pragmatic component      | 3,63            |
| Grammar and mechanic- micro linguistic component | 3,4             |
| Translation skill - strategic component          | 3,3             |

Based on the mean score on each component, it can be described that the source text is understood and reflected quite well in the target text both macro and micro; nonetheless, there is a small mistake interpretation of the meaning of the source text. The text of the target was organized based the source text, despite the fact that delivery style looked unnatural in the target language. This was an evident in which the target text formed exactly the same to the source text. Yet, the text is unnatural and unfamiliar in target language. Text is sufficient to meet the target of purpose text, the target text reader, cultural aspects and variety of language/register the source text, even though wide choice of language was improper, such as the

use of the word "*kamu*" that non-formal, should be "*anda*" in forming a more formal recall informative text presented academic nature. The text of the target language showed weaknesses in the control of grammar, spelling and punctuation, and many minor mistakes. Examples: *fariasi* supposed to be *variasi*, *cinderung* should be *cenderung*. It was also often found incorrect punctuation. Full stops, commas and capital letters are not used. Texts targets illustrate the general ability to translate text and resolve problems encountered translation. However, the macro level proved the existence of errors affecting the overall quality of the source text. Improper uses of references were also found, such as: pair conjunction forms:

not only ... but ... that are wrongly diverted in the target language; so that, the meaning is not at all appropriateness.

As a result, the translation competence achieved by Indonesian EFL learners was categorized as fair despite the fact that some unnatural and unfamiliar translated units were found. The result from this present research was likely not supported by the previous study by Satriadi (2014) and Hadithya (2014). They concluded that the quality of translating computer items from book and manual guide was in a good category. Yet, it can be understood because the respondents on this research were college-students studying English at university instead of professional or certified translators. However, this finding can also be helpful to map the student competences and needs for further translation class.

## CONCLUSION

Translation is a process and product whose activity translates the language of the text (the source language) into another language (the target language) with regard to equivalence and functionality. Various kinds of translation techniques can be done to achieve proportionality in the source language text.

Based on descriptive analysis to EFL learners in translating informative texts, the most frequent translation technique used is a literal translation (word for word). The others, sorting from the highest scores are free translation, omission, addition, and compensation, replacement of the word class, explication-implication and paraphrase. Meanwhile, the majority of respondent scores is at less than the interval 60-70. In addition, the average score of them is 72, 34. This score is categorized as fair. Based on the analysis of sub-component ratings translation

capabilities, it can be concluded that the competence of translation is in the fair category. Text organization is quite good organized because it is not different from the source text. However, it is found evidence of both micro and macro error, for example incorrect word choice, grammar and punctuation are inaccurate, improper translation of the source text and the meaning of the source text. These make the translated text unnatural and unfamiliar for target situation and context. These errors likely affect the quality of the text as a whole. Nevertheless, these findings may be beneficial for consideration in designing plan for further translation classes at university.

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